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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** How We Organise Ourselves | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Completes and creates symmetrical patterns | | | | | | **Skills:** | | | | | |
| **Materials:** Large sheets (approx 5), Cubes, Blu-tac, 2D shapes, 2D shape sheets.  Draw a line of symmetry on a page of each child's Maths books. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Jan. 23rd – 27th /12 | | | **Time:** 45min. | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** 10 mins  Stick a piece of paper on the board. Draw a line down the centre. "What do you think this line is?" Lead the children to the conclusion that it is a line of symmetry. "What does symmetry mean?" Use blu-tac to stick a coloured cube in one side touching the line of symmetry. "How can I make this symmetrical?" Have a volunteer come up to stick another cube on the other side of the line of symmetry, making the pattern symmetrical. Continue with several more cubes, in progressively more difficult positions. | | | | | | | | | | | |
| **Main Activity:** 30 mins  The children rotate around 3 different activities, just 10 minutes for each one, completing and creating symmetrical patterns.  **Activity 1:** The children work in pairs to make symmetrical patterns with cubes on large paper, just like in the opening. One child works on one side of the line of symmetry, the other on the other side.  **Activity 2:** The children complete symmetrical patterns with the 2D shapes, using the sheets we have used previously. They work individually on this activity.  **Activity 3:** The children complete symmetrical patterns using coloured pencils. They work individually on this activity too. They should work in their Maths books - you may want to draw a line of symmetry in their books ready for them.  No tiering as all the children experience all of the 3 activities. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** 5 mins  Display the original large paper with a number of cubes placed randomly on both sides in the maths corner. | | | | | | | | | | | |